

Ohio

Introduction to the District Review

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October 2017

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Introduction to the District Review

District Accountability and Support

The Ohio Department of Education (ODE) is committed to the implementation of a unified state system of support directly focused on improving the academic achievement of all students and student groups. The Ohio Improvement Process (OIP) articulates a systemic and coherent approach to improving districts by changing fundamental structures and processes that will lead to sustainable improvement.

To that end, the Center for Accountability and Continuous Improvement (CACI) at ODE offers a district review that provides an assessment of district systems, allowing district leaders to reflect on their improvement goals and strengthen performance. The District Standards and Indicators that structure the district review offer clarity on six comprehensive areas in which district capacity and competence should be developed and focused in a systemic way.

A. The District Review Standards and Indicators

I. Leadership, Governance and Communication

1. Focused Board of Education Governance
2. Effective District and School Leadership
3. District and School Improvement Planning (OIP Process)
4. Educationally Sound Budget Development
5. Effective District Systems for School Support and Intervention

II. Curriculum and Instruction

1. Aligned, Consistently Delivered, and Continuously Improving Curriculum
2. Strong Instructional Leadership and Effective Instruction
3. Tiered Systems of Support and Sufficient Instructional Time

III. Assessment and Effective Use of Data

1. Data Collection and Dissemination
2. Data-Driven Decision-Making
3. Student Assessment

IV. Human Resources and Professional Development

1. Staff Recruitment, Selection, and Assignment
2. Educator Growth and Evaluation
3. Professional Learning

¹ For a detailed description of the District Standards and Indicators, see Appendix A. District Indicators are continuously updated and clarified to reflect ODE priorities.

V. Student Supports

1. Academic and Non-Academic Support
2. Access and Equity
3. Educational Continuity and Participation
4. Family, Community, and Partner Engagement
5. Safety

VI. Fiscal Management

1. Comprehensive and Transparent Budget
2. Adequate Resources
3. Effective Resource Management and Allocation
4. Financial Tracking, Forecasting, Controls, and Audits
5. Capital Planning and Facility Maintenance

These six standards and their 24 related indicators are based on a growing body of research regarding the impact of effective district systems on school reform. The Ohio Department of Education would like to extend a special thank you to the Massachusetts Elementary & Secondary Education Department for collaborating with ODE and sharing their work in this area.

B. Differentiated Accountability (D.A.) System

Ohio's Differentiated Accountability defines and brings coherence to the Ohio Department of Education's approach to engaging with districts to improve student performance. District accountability and continuous improvement structures such as the Ohio Improvement process (OIP) must be closely linked for sustainable improvement to occur. The *Differentiated Accountability* model defines the roles and expectations of the school district and ODE based on the performance of that local school district. Every district in Ohio falls into one of four "support levels," with districts requiring the *least* state intervention placed in "independent" status, while districts requiring the *most* intervention are in "Academic Distress." At each of these levels, the *D.A. System* distinguishes ODE's role with respect to "accountability" and "assistance and intervention," as well as the districts' responsibilities.

Districts whose student performance and growth place them in "moderate" or "intensive" support status will be given priority for ODE assistance, including access to a district review and resources to assist their continuous improvement process.

C. The Framework for District Accountability and The Ohio Improvement Process (OIP)

The Ohio Department of Education's theory of action is that if state interventions are concentrated on ensuring that the necessary district systems are in place and are focused through the Ohio Improvement Process (OIP), substantial gains in student performance will result. OIP is the system structure for which District Standards and Indicators are addressed through team discussions related to curriculum planning and alignment, during teacher based team time instructional strategies are discussed and outcomes of implementation are analyzed, and culture and climate conditions are addressed within the OIP system structure.

D. The District Review as Support for a Standards-Based District Inquiry Cycle

Using the District Standards and Indicators as the basis, ODE's Center for Accountability and Continuous Improvement (CACI) has developed a district review that is designed to identify the systems, policies, and practices that drive the day-to-day work of the local school district, and those factors that help or hinder staff performance and ultimately student performance.

Having a review saves the district time and adds value to the improvement cycle by providing an experienced team of educational leaders who will offer an objective analysis of strengths, growth areas and recommendations should be considered by the district leadership team as they develop a continuous improvement plan. The value of the district review is measured first by the reflection that preparing and participating in the review promotes; second by the usefulness of the findings and recommendations to district leaders and stakeholders; third by the effectiveness of the implementation of the improvement goals and action steps and, ultimately, by improved student results.

The District Review

A. A Standards-Based, Evidence-Based Process

The district review is an evidence-based process using the six District Standards and 24 Indicators to organize the collection and analysis of data in order to generate findings about key district systems and practices and recommendations for improvement.

The Center for Accountability and Continuous Improvement (CACI) screens, selects, and trains experienced, independent consultants with expertise in the district standards, known as the District Review Team (DRT); provides protocols, materials, and oversight of the review process; and submits the review findings to district stakeholders and to the State Support Team (SST) when further assistance and intervention is recommended. To focus the analysis, reviewers will collect evidence for each of the six District Standards (see above). The reviewers will seek to identify those systems and practices that may be impeding rapid improvement, as well as those that are most likely to be contributing to positive results. The findings and recommendations are also made available to an Academic Distress Commission, when applicable, to inform the development of an Academic Recovery Plan.

The DRT reviews district accountability data and selected documents provided by district personnel. The review team meets for two days prior to conducting a five-day district visit that includes classroom observations. The DRT receives guidelines and resources to assist with the analyses of district policies, systems, processes, practices, and outcomes. These resources and guidelines can be found in the *Evidence Collection and Analysis* guide. The team holds interviews and focus groups with such stakeholders as school board members, teachers' association representatives, administrators, teachers, parents, students, community members and city officials. Team members also visit classrooms to observe the environment, teaching practices and student learning. The team meets daily to discuss findings and develop emerging themes.

B. Preparing for the District Review

Prior to the review, districts are asked to provide documents listed in Appendices B through F of the *Evidence Collection and Analysis* guide and a 5-day district review schedule (See District Review Protocol, Appendix A: Sample District review Schedule).

CACI offers the district's leadership two opportunities to learn more about the review process. The first is a discussion with the district Superintendent and his or her designated staff, and a

CACI representative. The purpose of this meeting is to share the process of preparing for the review and communicating the scope of the review to the community.

The second meeting is held with the district's board of education and one or more of the following representatives from the Ohio Department of Education: Associate Superintendent, CACI's Senior Executive Director, State Support Team member and/or other CACI staff member. The board is informed of the purpose for the district review and is given an opportunity to ask questions.

C. Six Stages of the District Review

The district review consists of the six stages outlined below.

1. Document and Data Review

CACI collects information and data from ODE and the district, and provides it to the district review team. These documents include information about the district's student performance, goals, processes, and resources. Each team member is assigned to one of the six district standards.

- These six standards and 24 Indicators serve as “buckets” for collecting and sorting information.
- The team collectively analyzes the data provided.
- The team reviews documents to learn about district practices.
- Each team member identifies specific standards-based questions to gain clarity into district systems and practices.
- The team makes adjustments to the onsite schedule as needed.

2. District Review

The district review team conducts a five-day district review (See Appendix H). Onsite review activities include:

- Introductory meeting with district leadership to discuss the purpose and process of the review;
- Interviews of the following stakeholders:
 - Board of education members;
 - District, school and program leaders;
 - Teachers' association leadership;
 - Teacher focus groups;
 - Parent and community focus groups;
 - Student focus groups; and
 - Local business and government officials.
- School visits and classroom observations;
- Team evidence gathering and sharing throughout the visit;
- Meeting with the district superintendent to discuss emerging themes; and
- A closing meeting with the DRT and district leadership to share emerging themes.

3. Analysis of Evidence and Draft Report Development

The DRT uses the evidence gathered from the review to generate a draft report. The district is given the opportunity to review the draft and submit factual corrections prior to ODE's release of the final report. The Center for Accountability and Continuous Improvement ensures that DRT members follow a protocol for evidence triangulation. The process of report production consists of:

- Evidence sorting;
- Team identification of priority findings;
- Developing team consensus on written evidence in findings;
- Collective correction of and feedback on all written draft findings;
- Development of preliminary recommendations;
- Creation of a draft report;
- The Ohio Department of Education staff edits the draft. Editing includes:
 - Assessing how district data is being interpreted and used in the report;
 - Ensuring that sensitive information within the report is handled appropriately;
 - Checking that sufficient evidence exists to support findings;
 - Searching for alignment between findings and recommendations, and between recommendations and current ODE guidance and resources;
 - Communicating with a variety of ODE offices as needed; and
 - Ensuring that the tone of the report is neutral;
- Draft report is sent to the district's superintendent to check for factual accuracy;
- ODE staff responds to the district's corrections.

4. Publication of the Final Report

- Specific recommendations are confirmed by ODE for inclusion in final report.
- Final reports include:
 - A description of the district context and background;
 - Demographic and student achievement data;
 - Findings focused on the school system's most significant strengths and challenges; and
 - Recommendations that the district can use for ongoing systematic improvement, and that ODE can use to consider providing technical assistance and other resources.
- Reports are produced approximately two months after the district review.

5. Next Steps Session (optional)

After the district review, CACI may engage the superintendent and district leadership team (DLT) to identify which findings of the review report are of highest priority for action. In the session, the team will use the report to make well-informed decisions about next steps. Engaging the DLT in the process provides districts with an opportunity for developing a strategy that integrates initiatives across the district. This process can help leaders to identify overlapping needs, duplications of effort, and/or conflicting priorities in a way that should result in recalibrating plans and creating new systemic efficiencies.

6. Supporting the District after the Review

After the review, district leaders should have a clearer sense of which practices are contributing to successes and which might need to be further developed. The following steps are recommended to communicate the district's needs and promote improvement:

- The State Support Team may provide assistance. This is highly encouraged;
- At the local board of education's request, CACI will provide a presentation of the review report to the board of education; and
- In the case of districts in which an Academic Distress Commission is present, the report will be the basis for developing an Academic Recovery Plan.

Activities during District Reviews:

Activities	Description
Orientation meeting	The review team will have a chance to introduce themselves and begin the ongoing communication with the district that will characterize the review's joint process.
Document review	The team will review materials that the district provides onsite, including a) teacher personnel files randomly selected by the team; b) all administrator evaluations and licenses; c) access to K-12 ELA, mathematics, and science curriculum documents; d) policy manual; and e) other documents requested by the team. The review team will review teacher personnel files and administrator evaluations for the purpose of assessing Human Resources and Professional Development (Standard IV, Indicator 2), Supervision and Evaluation.
Interviews with district leaders	Superintendent, assistant superintendent(s), curriculum supervisors at the district and department levels, treasurer/chief financial officer, business director, HR director, special education director, and others as requested.
Board of education interview	All board members should be invited. The review team will try to accommodate the schedule for the board members who attend. Board members will be interviewed in sub quorum groups.
Interviews with municipal leaders	The mayor(s) or trustee(s) of the school district community or communities. Members of the finance committee(s) may also be invited.
Interviews with teachers' association leadership	The president should be invited. The president may delegate this responsibility and may choose to include others.
Interviews with school leaders	School leaders include the principal and may also include key assistants (e.g., assistant principals, coaches, intervention specialists, and/or lead teachers).
Teacher Focus Groups	Groups of teachers, typically representing all grade levels, make up focus groups. All teachers should be invited. The focus group(s) will be scheduled so that invited teachers may attend after school hours.
Parent focus groups	Parents are to be invited. ODE will work with the district to facilitate.
Student focus groups	Students in various grade levels and schools will be invited to participate in group discussions. The district will make transportation arrangements for students. Every effort will be made to reduce disruption to instruction.

Activities	Description
Classroom Observations	Classroom observations will be conducted throughout the district review by all team members. Classroom observations are designed to understand instructional practices and improvement efforts across the district; <i>they are not evaluations of individual teachers.</i> More information is provided in the <i>District Review Protocol</i> .
Teacher-Based Team Meetings	The team may observe regularly scheduled teacher-based team meetings. Team members will ask questions only if invited to do so.
Emerging themes meeting	The DRT members will identify prevailing systems and practices they have observed, heard or read about during the review to present to district leadership on the final day.
Debriefing with Superintendent	A representative of CACI and the review team coordinator will provide the superintendent with an overview of the team's emerging themes and evidence from the review.
Final Meeting with Superintendent and leadership team	A representative of CACI and the DRT members will meet with the Superintendent and his/her leadership team to provide the overview of the team's emerging themes and evidence from the review.

Expectations for the District Review

On the first day of the district review, ODE staff will hold an introductory meeting with key district personnel and the review team. This informal meeting will give the review team a chance to introduce themselves and begin an open line of communication with the district. If district leadership members have questions throughout the district review, bring them to the attention of the ODE staff and/or the review team coordinator.

During the district review, the team will examine documents and files and conduct a series of interviews and focus groups to gather information. Questions are based on indicators under each standard (see Appendix A). The purpose of interviews and focus groups is to understand the impact of district systems and practices on staff, students, parents and community. The district may present the team with additional information at any point during the district review. As the review progresses, the district review team may request additional documents as well as follow-up interviews to address questions that emerge during focus group meetings, classroom observations, etc. In addition, the district review will culminate with a final meeting with district leaders to provide an overview of the team's evidence and emerging themes, but not findings.

Expectations for the district prior to the district review

- Explain the purpose and process of the district review to all staff.
- Upload all documents that correspond with the categories provided in the compliance tracking system (see Appendix B).
- Assign a liaison to collaborate with ODE staff to plan the district review schedule.
- Provide the district review team with a confidential meeting space with internet access and access to a copier/printer.
- Provide at least three spaces to conduct interviews and focus groups.

Expectations for the district during to the district review

- Welcome the review team and recognize that its efforts are on behalf of students.
- Work with the review team coordinator and review team to ensure that the visit runs smoothly.
- Engage faculty and other stakeholders to reflect on district systems and practices and their impact.
- Provide the review team coordinator with any additional documents requested, including access to electronic personnel files.
- Maintain communication with the review team coordinator throughout the review, conveying any concerns or other feedback from staff.
- Respond frankly to the review team's developing themes and provide additional evidence when necessary.

Expectations for the district after to the district review

- After the district review, invite all participants in the review to complete a brief online survey to give ODE feedback on the district review process.

Appendix A: District Standards and Indicators

- I. **Leadership, Governance and Communication**
 - 1. Focused Board of Education Governance
 - 2. Effective District and School Leadership
 - 3. District and School Improvement Planning
 - 4. Educationally Sound Budget Development
 - 5. Effective District Systems for School Support and Intervention
- II. **Curriculum and Instruction**
 - 1. Aligned, Consistently Delivered, and Continuously Improving Curriculum
 - 2. Strong Instructional Leadership and Effective Instruction
 - 3. Tiered Systems of Support and Sufficient Instructional Time
- III. **Assessment and Effective Use of Data**
 - 1. Data Collection and Dissemination
 - 2. Data-Driven Decision-Making
 - 3. Student Assessment
- IV. **Human Resources and Professional Development**
 - 1. Staff Recruitment, Selection, Assignment
 - 2. Educator Growth and Evaluation
 - 3. Professional Learning
- V. **Student Supports**
 - 1. Academic and Non-Academic Support
 - 2. Access and Equity
 - 3. Educational Continuity and Participation
 - 4. Family, Community, and Partner Engagement
 - 5. Safety
- VI. **Fiscal Management**
 - 1. Comprehensive and Transparent Budget Process
 - 2. Adequate Resources
 - 3. Effective Resource Management and Allocation
 - 4. Financial Tracking, Forecasting, Controls, and Audits
 - 5. Capital Planning and Facility Maintenance

Standard I: Leadership, Governance and Communication

School board of education and district and school leaders establish, implement, and continuously evaluate the effectiveness of policies and procedures that are standards-based, driven by student achievement data, and designed to promote continuous improvement of instructional practice and high achievement for all students. Leadership decisions and actions related to the attainment of district and school goals are routinely communicated to the community and promote the public confidence, community support, and financial commitment needed to achieve high performance by students and staff.

1. Focused Board of Education Governance

Board of education members are informed and knowledgeable about their responsibilities. In their policy-making and decision-making, they are guided by improvement plan goals and informed by student achievement data and other educationally relevant data. The performance of the superintendent is annually evaluated based on the attainment of district goals, student results, and other student achievement data, in accordance with Ohio law and using targets set through both state and district accountability expectations. Together with the superintendent, the board of education creates a culture of collaboration and develops contracts and agreements which encourage all stakeholders to work together to support higher levels of student achievement and meet state expectations by implementing important initiatives such as the Third Grade Reading Guarantee, the Ohio Teacher Evaluation System (OTES) or the Ohio Principal Evaluation System (OPES) in an effective manner.

2. Effective District and School Leadership

The superintendent promotes a culture of transparency, accountability, public confidence, collaboration, and joint responsibility for student learning within the district and broader community. The superintendent effectively delegates educational and operational leadership to principals, program leaders, and administrators, and annually evaluates their performance in their roles based on the goals in the district and school improvement plans, accountability results, and other relevant data. The district and each school take action to attract, develop, and retain an effective school leadership team that obtains staff commitment to improving student learning and implements a well-designed strategy for accomplishing a clearly defined mission and set of goals, in part by leveraging resources. Each school leadership team: a) ensures staff understanding of and commitment to the school's mission and strategies, b) supports teacher leadership and a collaborative learning culture, c) uses supervision and evaluation practices that assist teacher development, and d) focuses staff time and resources on instructional improvement and student learning through effective management of operations and use of data for improvement planning and management (Ohio Improvement Process (OIP)).

3. District and School Improvement Planning

The district and school leaders have a well-understood vision or mission, goals, and priorities for action that are outlined in a District Improvement Plan and developed using the Ohio 5-Step Process. The plan's performance goals for students and its analysis of student achievement data drive the development, implementation, and modification of educational programs. Each school uses an approved School Improvement Plan that is aligned with the district's plan and based on an analysis of student achievement data. District and school plans are developed and refined through an iterative process that includes input from staff, families, and partners on district goals, initiatives, policies, and programs. District and school leaders periodically report to the school committee, staff, families, and community on the extent of the attainment of the goals in the plans, particularly regarding student achievement.

4. Educationally Sound Budget Development

The treasurer, in cooperation with the superintendent, annually recommends to the board of education, educationally sound budgets based primarily on its improvement planning and analysis of data. The budget is developed and resources are allocated based on the ongoing analysis of aggregated and disaggregated student assessment data to assure the budget's effectiveness in supporting improved achievement for all student populations. District leaders promote equity by distinguishing among the needs of individual schools' populations and allocating adequate resources to the schools and students with greater needs. Each school's administrator is actively involved in the development of its budget.

5. Effective District Systems for School Support and Intervention

The district has systems and processes for anticipating and addressing school staffing, instructional, and operational needs in timely, efficient, and effective ways. Using these, it monitors the performance of students and conditions in each school. The district also identifies any persistently low-performing and/or struggling schools; makes any needed changes in staffing, schedule and/or governance; and supports an ambitious, yet, realistic plan for school improvement. The district provides its lowest achieving and struggling schools with additional monitoring and effective support for improvement.

Standard II: Curriculum and Instruction

The curricula and instructional practices in the district are developed, implemented and continuously revised to attain high levels of achievement for all students. They are aligned with components of the state model curriculum frameworks.

1. Aligned, Consistently Delivered, and Continuously Improving Curriculum

The district and each of its schools have curriculum leadership that ensures consistent use, alignment, and effective delivery of the district's curricula. Teachers and other staff make effective use of aligned, documented, and cohesive curriculum materials for all content areas. These may be in the form of written curriculum guides, curriculum maps and pacing guides and should include curriculum units, high school course syllabi, objectives, resources, instructional strategies, timelines, and a balanced set of assessments. The district has established, documented processes for ensuring teachers implement the curriculum, for ensuring that all students have access to their grade-level curricula, and for ensuring the regular and timely review and revision of curricula based on valid research, the analysis of Ohio's assessment results and other assessments, and involvement by professional staff, including teachers. *The district ensures that each school's taught curricula are: a) aligned to Ohio's Learning Standards, and b) aligned vertically (between grades) and horizontally (across classrooms at the same grade level and across sections of the same course).*

2. Strong Instructional Leadership and Effective Instruction

The district and each of its schools have leadership and support for effective instruction. District and school leaders address instructional needs and strengths that are identified through active monitoring of instruction and ongoing use of formative and summative student assessment data. As a result, the district leadership ensures that the intended curriculum is taught (guaranteed) and learned by its students (viable), with equitable instruction across classrooms (common assignments, assessments, etc.). Student tasks are grade appropriate, help students make connections in (culturally) meaningful ways to real world situations, allow students to demonstrate learning in multiple ways, reflect high and rigorous learning expectations, and develop higher-order thinking skills. The district ensures that instructional practices are based on evidence from a body of high quality research and on high expectations for all students and include use of appropriate research-based reading and mathematics programs. It also ensures that instruction

focuses on clear objectives, uses appropriate educational materials, and includes: a) a range of strategies, technologies, and supplemental materials aligned with students' developmental levels and learning needs (as measured by formative assessments); b) instructional practices and activities that build a respectful climate and enable students to assume increasing responsibility for their own learning; and c) use of class time that maximizes student learning. Each school staff has a common understanding of high-quality, evidence-based instruction and a system for monitoring instructional practice.

3. Tiered Systems of Support and Sufficient Instructional Time

The district allocates sufficient instructional time for all students in core content areas. The allocation of time is based on analyses of student achievement data and focused on improving proficiency. The district has an effective system for identifying all students who are not performing at grade level. Each school schedule is designed to provide adequate learning time for all students in core subjects. For students not yet on track to proficiency in English language arts or mathematics, the district ensures that each school provides additional time and support for individualized instruction through tiered instruction, a data-driven approach to prevention, early detection, and support for students who experience learning or behavioral challenges, including, but not limited to, students with disabilities and English Learners (EL).

Standard III: Assessment and Effective Use of Data

District and school leadership have established a culture of making systematic, continuous use of a wide range of information including student assessment results, local benchmarks, and educator and financial data to improve student achievement. District leadership also uses these data to inform all aspects of its decision-making, including policy development and implementation, instructional programs, assessment practices, procedures, and supervision.

1. Data Collection and Dissemination

Initial data collection procedures and practices ensure accurate and high-quality information for staff. District assessment policies and practices are characterized by the continuous collection and timely dissemination of data. District and school staff members have access to user-friendly, district-wide and school-based reports on student achievement and other relevant data. All appropriate staff and community members are made aware of internal reports and external review findings.

2. Data-Driven Decision-Making

The district has established a culture of data-driven decision making focused on results. The district is highly effective at selecting high-leverage data and analyzing it in order to use data to drive decision-making. District and school leadership frequently review student assessment results, student growth data, external and internal reviews, and other pertinent data to prioritize goals, maximize effectiveness in allocating human and financial resources, and to initiate, modify, or discontinue programs and services. District and school leaders monitor student achievement, educator practice, and financial/resource data throughout the year in order to ascertain progress towards goals identified in the district and school plans, and to make needed adjustments to programs, policies, services, or supervision practices. All professional staff members are supported and expected to use aggregated and disaggregated student assessment data regularly to set goals, reflect on them, and make mid-course corrections to improve performance. The Ohio Improvement Process (OIP) is being utilized as designed.

3. Student Assessment: The district ensures that each school uses a balanced system of formative and benchmark assessments to guide instruction and determine individual remedial and enrichment requirements. Benchmark assessments are given several times per year. Technology supports both state and local required student assessments.

Standard IV: Human Resources and Professional Development

The district identifies, attracts and recruits effective personnel, and structures its environment to support, develop, improve, promote, and retain qualified and effective professional staff who are successful in advancing achievement for all students.

1. Staff Recruitment, Selection, and Assignment

The district has policies, practices, and timelines to secure candidates who are committed and qualified to meet student needs, contribute to a professional learning community, and in the case of teachers, provide high quality instruction in their content area. The district attracts quality candidates by setting high screening standards, by appropriately compensating staff, and by actively seeking a diverse pool of high-quality candidates for hard-to-staff positions, using varied incentives and other strategies. Hiring and placement timelines, policies, and practices allow districts to recruit high-quality candidates in a competitive time frame. Hiring processes include input from appropriate district stakeholders. During the hiring process, the district assesses candidates' expertise in the candidate's potential area of assignment. All members of the professional staff have appropriate Ohio licensure. When making teacher assignments, the district makes student learning central, considers student outcomes and student needs as measured by student growth and other data, and matches teacher experience, content knowledge, and pedagogical skills to student needs. The district places a high priority on retaining and maximizing the impact of effective professional staff by providing new roles and opportunities for growth and a career ladder. The district provides administrators with guidance and support to make effective decisions regarding the selection and assignment of staff. The district ensures that each principal has the authority, guidance, and assistance needed to make staffing decisions based on the school's improvement plan and student needs.

2. Educator Growth and Evaluation

The district promotes a culture of growth-oriented supervision and evaluation through a combination of formal reviews, ongoing informal instructional feedback, the recognition of excellence, and differentiation by career stage. The district's evaluation procedure for educators' performance meets the requirements of state law and regulation and is informative, instructive, and used to promote individual growth and overall effectiveness. It is aligned with the Ohio Teacher Evaluation System. Continued employment for all educators is linked to evidence of effectiveness, as assessed by improvement in student performance and other relevant school data. Through effective supervision practices, administrators identify the strengths and needs of assigned staff in order to plan effective implementation of district and school initiatives, assess the application of skills and practices learned from professional development, provide struggling staff with support and opportunities for additional professional development aligned to their educator plans, and provide frequent, high-quality feedback focused on professional growth. The district ensures that school leaders regularly use evidence-based supervision processes to monitor and support teachers to meet instructional and program expectations based on high standards of performance aligned to the common core of professional knowledge and skills. Student growth is at the center of the district's evaluation procedure for teachers' performance, which is aligned to the supervision process, incorporates multiple sources of data including student growth, is effectively implemented by trained administrators, and fulfills the requirements of state law and regulation. The district has identified various strategies for supporting teachers and developing struggling teachers, gives teachers timelines for improvement, and has dismissed or demoted educators who do not meet evaluation criteria over time. The district ensures that educators receive the guidance and support to effectively use the formal evaluation process to advance the fulfillment of high professional expectations for performance.

3. Professional Learning

District and school organization, culture, and structures create a climate conducive to adult learning through effective communication and feedback; adequate ongoing professional development aligned to teacher needs and goals and followed up with appropriate coaching or support; and joint responsibility for student learning. Individual educator evaluation and team professional development goals are systematically reviewed. The district offers a professional development program that supports educators at all stages in their careers, including induction (Resident Educator program), and provides high quality professional development. Professional development, training, and technical assistance are based on district priorities, educator data, student learning data, and assessments of instructional practices and programs at each school. Professional development has clear goals for students and educators and is assessed in relation to those goals. Programs progress developmentally and differentiate for educators' different areas of responsibility and levels of expertise and experience. Professional development promotes collaboration, and the district supports teacher leadership and growth by creating opportunities for exemplary teachers to have responsibility for instructional leadership and mentoring. Professional development includes: a) both job-embedded and individually pursued learning, including content-based learning, that enhances a teacher's knowledge and skills; and b) structures for collaboration that enable teachers to have regular, frequent department and/or grade-level and/or TBT common planning and meeting time that is used to improve implementation of the curriculum and instructional practice.

Standard V: Student Supports

The district creates a climate conducive to learning for all students. The district provides quality programs for all students that are comprehensive, accessible, and rigorous. The district provides student academic and non-academic support services; these services and district discipline and behavior strategies address the needs of all students. The district is effective in maintaining high rates of attendance for students and staff and retains the participation of students through graduation.

1. Academic and Non-Academic Support

The district has policies, procedures, and practices that create an effective system for monitoring the progress of all students and identifying all students who are not performing at grade level. These policies, procedures, and practices promote a culture of high student achievement, support course completion and grade promotion, encourage on-time graduation, and ensure that students are college- and career-ready. Students with disabilities and EL students have appropriate supports. The district ensures that each school creates a safe school environment and makes effective use of a system for addressing the social, emotional, and health needs of its students. Students' needs are met in part through: a) the provision of coordinated student support services and universal breakfast (if eligible), b) the implementation of a systems approach to establishing a productive social culture that minimizes problem behavior for all students, and c) the use of consistent school-wide attendance and discipline practices and effective classroom management techniques that enable students to assume increasing responsibility for their own behavior and learning.

2. Access and Equity

The district has systems to ensure all students are able to fully participate in the academic program. District and school staff promote high achievement for all students, allowing equitable participation in advanced and accelerated programs and narrowing proficiency gaps. To that end, the district uses aggregated and disaggregated data on student participation and achievement to adjust policies and practices and to provide additional programs or supports. Inclusive classrooms and programs are designed to ensure access for students with disabilities and English Learners, and students are educated in the least restrictive environment and included in

the life of the school. The district and its schools work to promote equity throughout all schools through such means as ensuring linguistically and culturally appropriate practices. Leaders actively create expectations and pathways to ensure that all students are prepared for post-secondary education and career opportunities upon graduation.

3. Educational Continuity and Participation

Fair and equitable policies, procedures, and practices are implemented to promote, monitor, and report student attendance and engagement. The district ensures appropriate provisions are made to ensure continuity for students in part by promoting and tracking staff attendance, participation, and engagement. District and school policies and practices also help all students make effective transitions between schools, grade levels, and programs. Newly enrolled and highly mobile students are promptly placed in educationally appropriate settings using information from skill and other assessments when prior school records are not accessible. Homeless students have timely and equitable access to quality programs supported by district oversight, policies, and practices to address their needs. Fair and equitable policies, procedures, and practices are implemented to reduce suspensions, expulsions, and other discipline referrals. Policies and practices are implemented to support credit recovery, reduce the likelihood of students dropping out, and re-engage them, if they do, in an educationally appropriate placement. The district is flexible enough to support students in different circumstances through graduation, by such means as exploring nontraditional pathways for college and career readiness.

4. Family, Community, and Partner Engagement

The district ensures that each school develops strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional well-being; such community partners and providers as human service agencies, corporate and civic sponsors, and higher education give students and families access to physical, mental, and behavioral health services, social services, and recreational opportunities.

5. Safety

The district supports schools to maintain safe environments for staff and students. The district has a comprehensive and collaboratively developed safety plan that is reviewed annually with local police and fire departments and is used to create aligned school plans. The district provides ongoing training for appropriate staff in dealing with crises and emergencies, as well as opportunities for all staff and students to practice safety procedures.

Standard VI: Fiscal Management

The district budget document is clear, comprehensive, and aligned to district goals including student achievement and educator effectiveness goals. The budget is created through an open, participatory process. The district pursues and secures resources to improve education. The district effectively manages its financial and capital assets and does the appropriate long-term planning.

1. Comprehensive and Transparent Budget

The district's budget is developed through an open, participatory process, and the resulting document is clear, comprehensive, complete, current, and understandable. The budget document provides accurate information on all fund sources, as well as budgetary history and trends including expenditures by the municipality for educational purposes. Regular, timely, accurate, and complete financial reports are made to the board of education, appropriate administrators and staff, and the public. Required local, state, and federal financial reports and statements are accurate and filed on time.

2. Adequate Resources

The community annually provides sufficient financial resources to ensure educationally sound programs and quality facilities, with a sufficient district revenue levy and level of local spending for education. The district has a system in place to pursue, acquire, monitor, and coordinate all local, state, federal, and private competitive grants. The district implements an effective system to monitor special revenue funds, revolving accounts, and the fees related to them to ensure that they are managed efficiently and used effectively. The district actively seeks resources and increased efficiency through collaboration with external partners such as educational collaboratives, shared services, and institutions of higher education.

3. Effective Resource Management and Allocation

The district effectively allocates its resources to directly support district goals in order to promote student achievement. The district ensures that each principal makes effective and strategic use of district and school resources and has sufficient budget authority to do so. As part of its budget development, the district reviews the cost-effectiveness of its programs, initiatives, and activities, based, in part, on student performance data and needs.

4. Financial Tracking, Forecasting, Controls, and Audits

The district employs qualified administrators who regularly and accurately track spending and other financial transactions. The district consistently implements audit recommendations of independent financial auditing services, as required by state law. The district uses forecast mechanisms and control procedures to ensure that spending is within budget limits. It uses efficient accounting technology to facilitate tracking, forecasting, and control procedures, and to integrate the district-level financial information of each school and program. All procurement, tracking, and monitoring systems and external audits are accurate, current, and timely. All assets and expenditures are monitored and tracked to attain the most efficient and effective utilization.

5. Capital Planning and Facility Maintenance

The district has a written preventive maintenance program to prolong the effective use of the district's capital and major facility assets. The district ensures that educational and program facilities are clean, safe, secure, well-lit, well-maintained, and conducive to student learning. The district has a long-term capital plan that clearly and accurately reflects future capital development and improvement needs, including the need for educational and program facilities of adequate size. The plan is reviewed and revised, as needed with input from all appropriate stakeholders.

Appendix B: Using the Compliance Tracking System to Upload Documents

Purpose

The Compliance Tracking system is an interactive and secured web-based application used by districts and the Ohio Department of Education to exchange information relative to various district programs. Access to the Compliance Tracking system is available through your SAFE account.

Scope

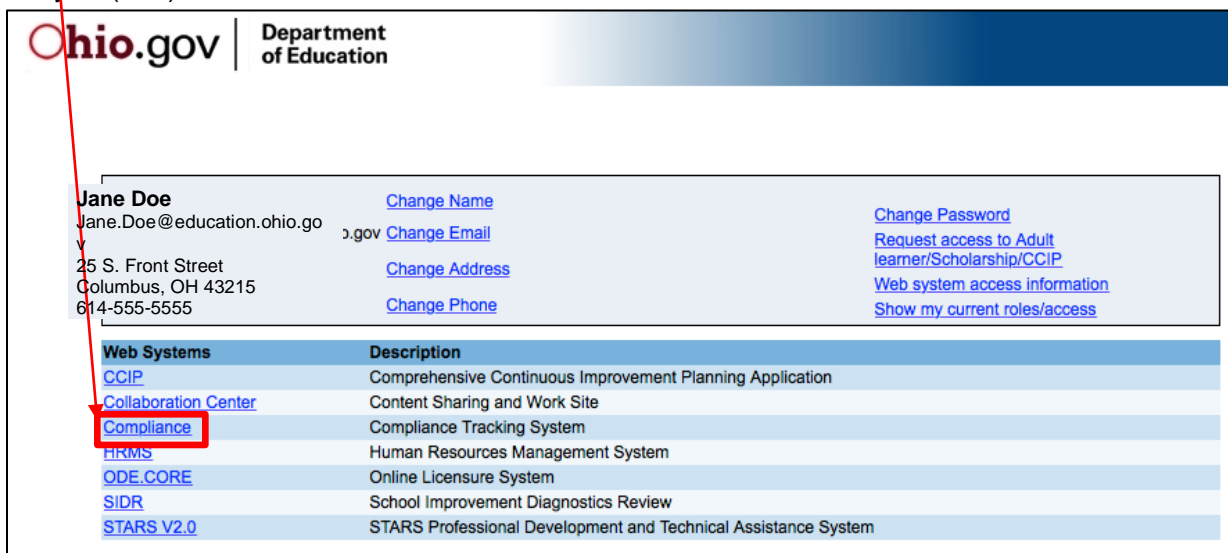
District personnel will use the portal to upload relevant documents aligned to the six standards and twenty-four indicators that structure the district review, as outlined in Appendix A.

These standards and associated indicators are based on a growing body of research regarding the impact of effective district systems on school reform.

The following instructions are for district personnel who are responsible for uploading district documents. These documents must be posted by the due date established by the Center for Accountability and Continuous Improvement (CACI).

Instructions

- 1) Go to the Ohio Department of Education's website and log into your SAFE account. Click the **Compliance** web application. If you do not see the **Compliance** link, please contact Dr. Stacey Brinkley at (614) 752-1368 for assistance.



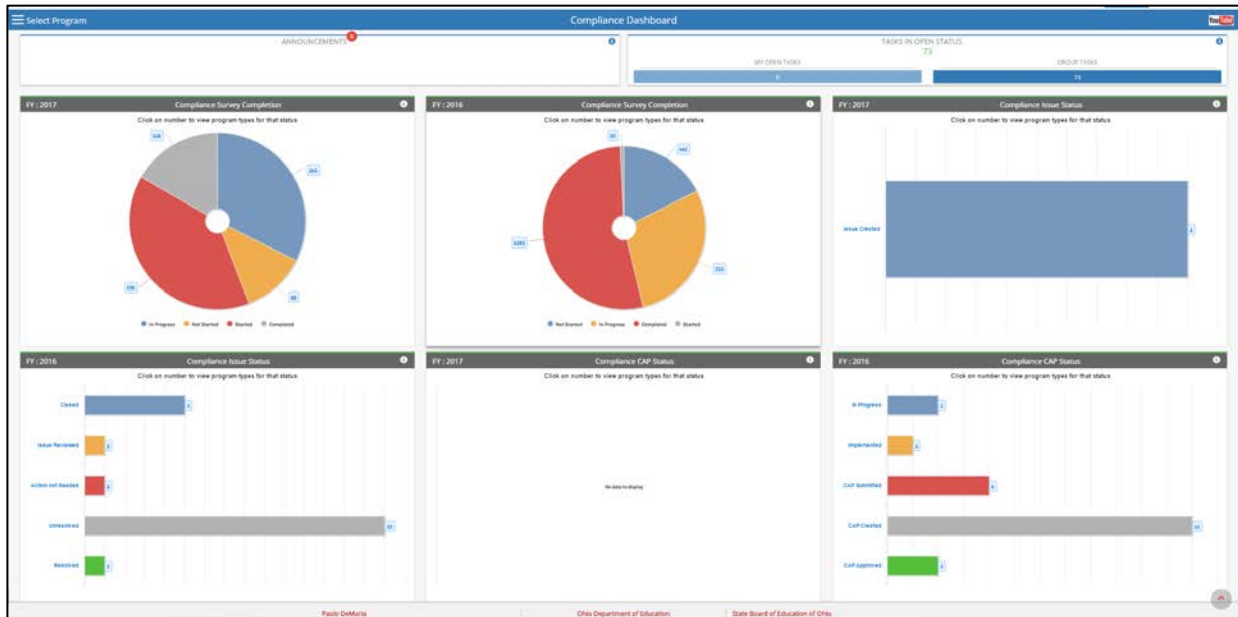
Ohio.gov | Department of Education

Jane Doe
Jane.Doe@education.ohio.gov
25 S. Front Street
Columbus, OH 43215
614-555-5555

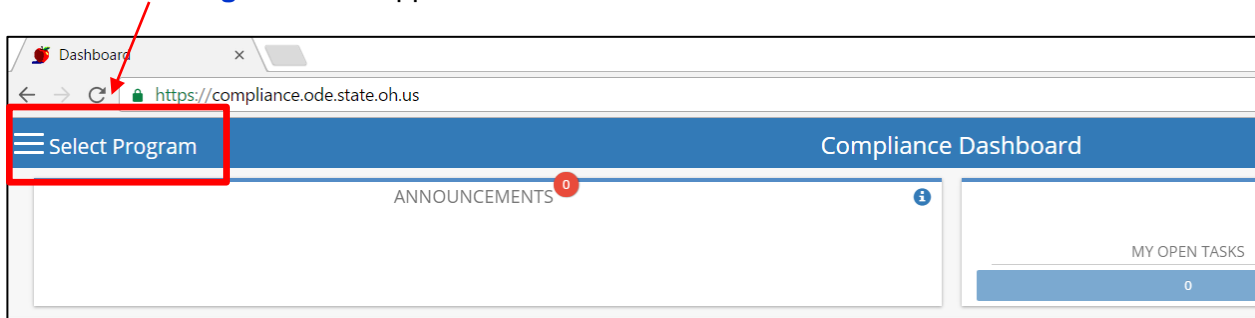
[Change Name](#)
[Change Email](#)
[Change Address](#)
[Change Phone](#)
[Change Password](#)
[Request access to Adult learner/Scholarship/CCIP](#)
[Web system access information](#)
[Show my current roles/access](#)

Web Systems	Description
CCIP	Comprehensive Continuous Improvement Planning Application
Collaboration Center	Content Sharing and Work Site
Compliance	Compliance Tracking System
HRMS	Human Resources Management System
ODE.CORE	Online Licensure System
SIDR	School Improvement Diagnostics Review
STARS V2.0	STARS Professional Development and Technical Assistance System

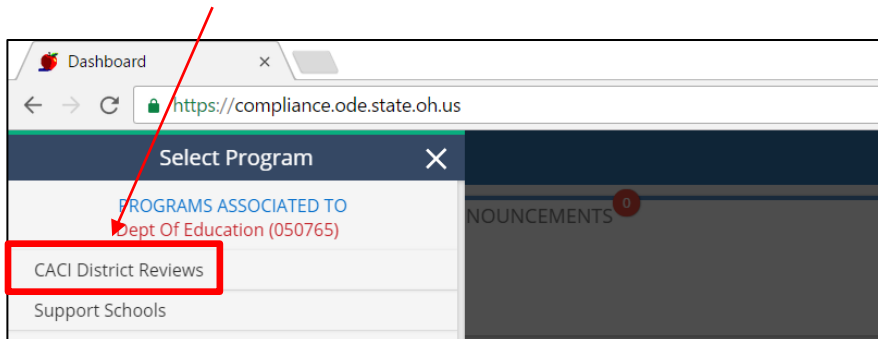
2) You will see the **Compliance Dashboard**.



Click **Select Program** in the upper left side of the window.



3) Select **CACI District Reviews**.



4) You will see the **Compliance Search Page** for your district. Select the **Details** icon.

Ohio.gov | Department of Education

Welcome, Connie Solano | Sign Out | District Events & Notices | Session Timeout: 00:59:34

Dashboard | Compliance | Admin | User Manuals and Forms


Program Information

Module: Compliance
Program Selected: CACI District Reviews

COMPLIANCE SEARCH PAGE

PROGRAM PERIOD: CACI FY 2017
ORG IRN: District 1
ORG NAME:
COMPLETION STATUS: All
COMPLIANCE STATUS: All

Search Reset

Program Period Name	Org Name	Org IRN	# Surveys	Report
CACI FY 2017	District 1	DIRN 1	1	

Send Bulk Email Export to CSV

5) You will see the following tabs along with the district's contact information:

- Overview
- Questions
- Schedule
- Issues/CAPS
- Technical Assistance
- Compliance Docs
- Compliance Comments

Program Information

Module: Compliance
Program Selected: CACI District Reviews

DIRN 1 – District 1 Period: CACI FY 2017

Back to Survey search results

OVERVIEW QUESTIONS SCHEDULE ISSUES / CAPS TECHNICAL ASSISTANCE COMPLIANCE DOCS COMPLIANCE COMMENTS

ORGANIZATION

Name: District 1
IRN: DIRN 1
WEB URL: <http://www.District1.k12.oh.us/>
COUNTY: Any County

Phone: 555-555-0000
FAX: 555-555-1111
EMAIL: OEDSADMIN@District1.k12.oh.us

PHYSICAL ADDRESS

ADDRESS: 111 Anywhere
City: Anywhere STATE: OH ZIP: 40000-0000

MAILING ADDRESS

ADDRESS: 111 Anywhere
City: Anywhere STATE: OH ZIP: 40000-0000

SUPERINTENDENT

Name: Superintendent Phone: 555-555-5555 EMAIL: Superintendent@District1.k12.oh.us

TREASURER

Name: Treasurer Phone: 555-555-7777 EMAIL: Treasurer@District1.k12.oh.us

6) Select the **Compliance Docs** tab.

Program Information

Module: Compliance
Program Selected: CACI District Reviews

DIRN 1 – District 1 Period: CACI FY 2017

Back to Survey search results

OVERVIEW QUESTIONS SCHEDULE ISSUES / CAPS TECHNICAL ASSISTANCE COMPLIANCE DOCS COMPLIANCE COMMENTS

7) You will see the following landing page:

The screenshot shows the 'COMPLIANCE DOCS' tab. On the left, under 'DOCUMENTS:', there is a list of categories: Building Leadership Team Meetings/Schedule/Agenda/Minutes, Communications, Curriculum Tools, District Leadership Team Meetings/Schedule/Agenda/Minutes, Evaluation Practices, Financial Reports/Documents, Intervention, Licensure and Certification, Nonpublic Documentation, Parent Engagement, and Performance Measures. Below this list is a button 'Import from other programs'. On the right, under 'DOCUMENTS ON FILE:', there is a search bar with 'TYPE: All' and a 'Filter' button. Below the search bar is a table with columns: NAME, TYPE, DATE, EXPIRED, REVIEW. The table is currently empty.

8) Scroll through the list of **Electronically Uploaded Documents**. Organize your documents by the categories below.

This screenshot is a closer view of the 'DOCUMENTS:' section. A red box highlights the 'Electronically Uploadable Documents' link. The list of categories is visible in the sidebar, including: Building Leadership Team Meetings/Schedule/Agenda/Minutes, Communications, Curriculum Tools, District Leadership Team Meetings/Schedule/Agenda/Minutes, Evaluation Practices, Financial Reports/Documents, Intervention, Licensure and Certification, Nonpublic Documentation, Parent Engagement, and Performance Measures. There is also an 'Import from other programs' button at the bottom.

The categories available are:

- Building Leadership Team Meetings/Schedule/Agenda/Minutes
- Communications
- Curriculum Tools
- District Leadership Team Meetings/Schedule/Agenda/Minutes
- Evaluation Practice
- Financial Reports/Documents
- Intervention
- Licensure and Certification
- Nonpublic Documentation
- Parent Engagement
- Performance Measures
- Policies and Procedures
- Professional Development
- Program Operations

- Program Reports/Documents
- Public Participation/Community Partnerships
- Reviewers/Monitor Documentation
- School Board Meeting Agenda/Minutes
- Teacher Based Teams
- Teacher Union Items (Agenda, Minutes, Surveys, Agreements)

9) Click the category that best describes the document you will upload.

OVERVIEW QUESTIONS SCHEDULE ISSUES / CAPS TECHNICAL ASSISTANCE COMPLIANCE DOCS COMPLIANCE COMMENTS

DOCUMENTS:

Electronically Uploadable Documents * - indicates required documents

- Building Leadership Team Meetings/Schedule/Agenda/Minutes
- Communications
- Curriculum Tools
- District Leadership Team Meetings/Schedule/Agenda/Minutes
- Evaluation Practices
- Financial Reports/Documents
- Intervention
- Licensure and Certification
- Nonpublic Documentation
- Parent Engagement
- Performance Measures

Import from other programs

10) The following pop-up window will display. The category you selected will show in the pop-up window. Click **Choose File** to search for the file on your computer.

Secure | https://document.ode.state.oh.us

Upload for Building Leadership Team Meetings/Schedule/Agenda/Minutes:

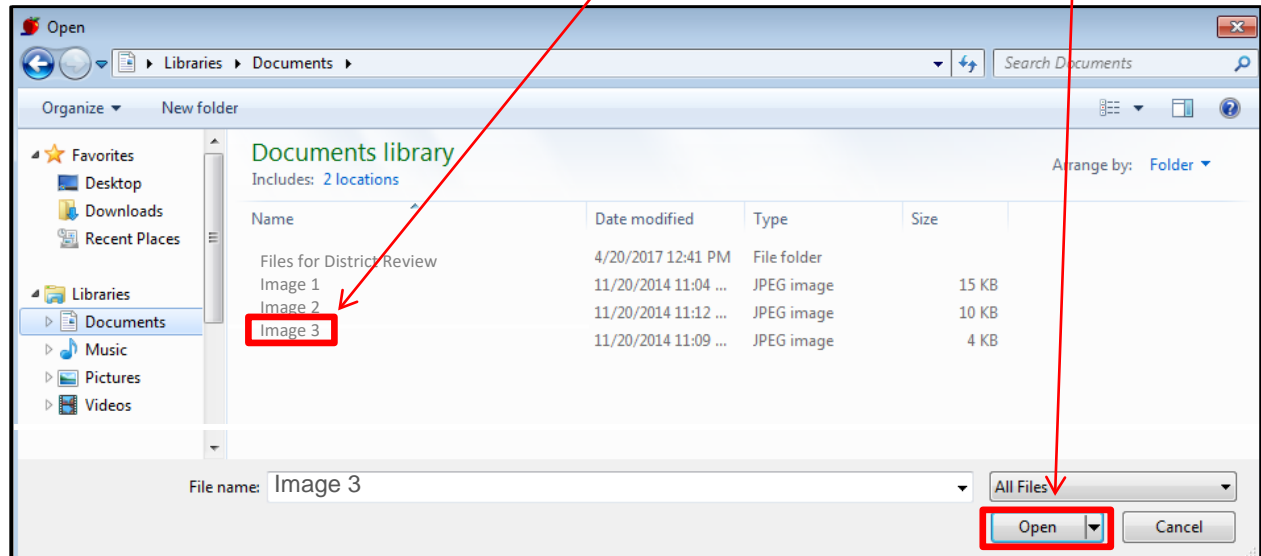
Only the following file extensions are accepted:
.doc, .docx, .gif, .jpg, .jpeg, .mht, .pdf, .txt, .xls, .xlsx, .xlsm, .xlsb, .png, .zip

File Location:
(Max Size 5M) **Choose File** No file chosen

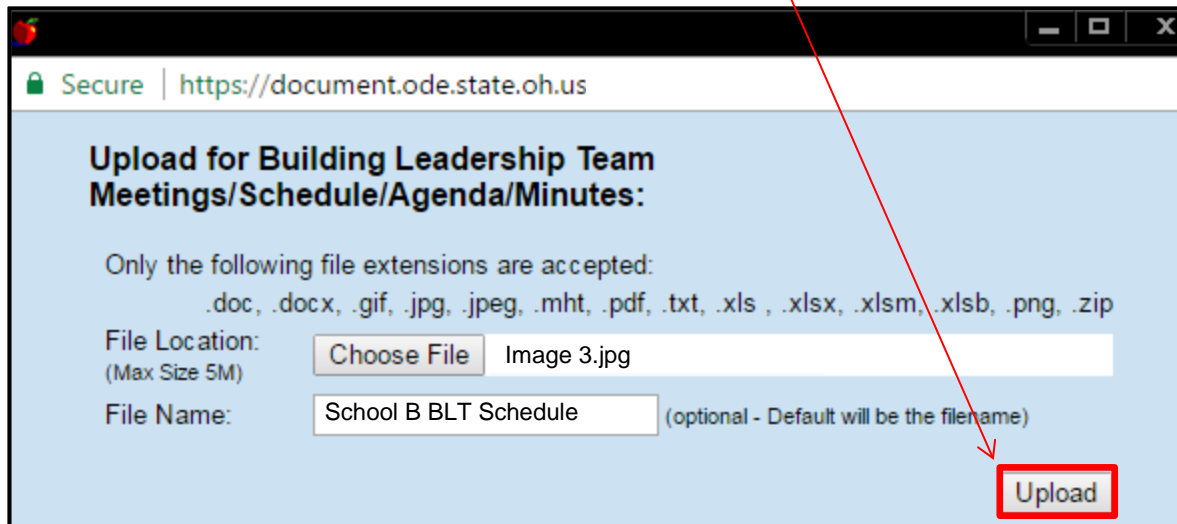
File Name: (optional - Default will be the filename)

Upload

11) Your computer drives will show. Choose the file you wish to upload and click **Open**.



12) Please rename the file when it is uploaded. Click **Upload**. Any documents uploaded will be available for viewing in other compliance program modules.



- 13) Click **Refresh** to see your uploaded documents. Notice that the files and associated categories are listed.

OVERVIEW | QUESTIONS | SCHEDULE | ISSUES / CAPS | TECHNICAL ASSISTANCE | COMPLIANCE DOCS | COMPLIANCE COMMENTS

DOCUMENTS: ☒ Electronically Uploadable Documents -- indicates required documents

DOCUMENTS ON FILE: TYPE: [All] NAME: [] Filter [] Reset []

NAME	DATE	REVIEWED	REVIEW	VIEW
School A Grade 3 TBT Meeting Minutes	1/1/2017	N	<input checked="" type="checkbox"/>	
School B Math TBT Meeting Minutes	1/1/2017	N	<input checked="" type="checkbox"/>	
District 1 DLT Meeting Minutes	1/1/2017	N	<input checked="" type="checkbox"/>	
District 1 CUPP Reports	1/1/2017	N	<input checked="" type="checkbox"/>	
District 1 Value-Added Reports	1/1/2017	N	<input checked="" type="checkbox"/>	
District 1 Organization Charts	1/1/2017	N	<input checked="" type="checkbox"/>	
School B BLT Schedule	1/1/2017	N	<input checked="" type="checkbox"/>	

Import from other programs

☒ Uploadable by ODE only -- indicates documents viewable only by ODE

Refresh **Save**

(Select Refresh button after uploading to see the new document)

- 14) To view and print a document, select the icon. Click the downloaded file name to open the document. You may need to maximize the browser to see the file name.

- 15) To delete a document, select the icon. The system will prompt for a confirmation to delete the file.

- 16) The following tabs are reserved for the Ohio Department of Education:

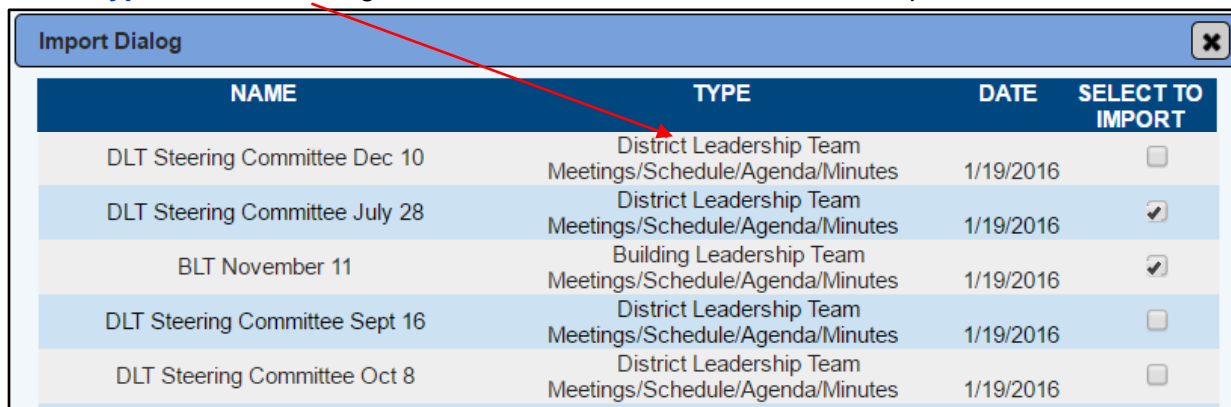
- Questions
- Schedule
- Issue/CAPS
- Technical Assistance
- Compliance Comments

- 17) If your district has previously uploaded documents that fall under one of the categories above, click **Import from Other Programs**.

Building Leadership Team Meetings/Schedule/Agenda/Minutes
Communications
Curriculum Tools
District Leadership Team Meetings/Schedule/Agenda/Minutes
Evaluation Practices
Financial Reports/Documents
Intervention
Licensure and Certification
Nonpublic Documentation

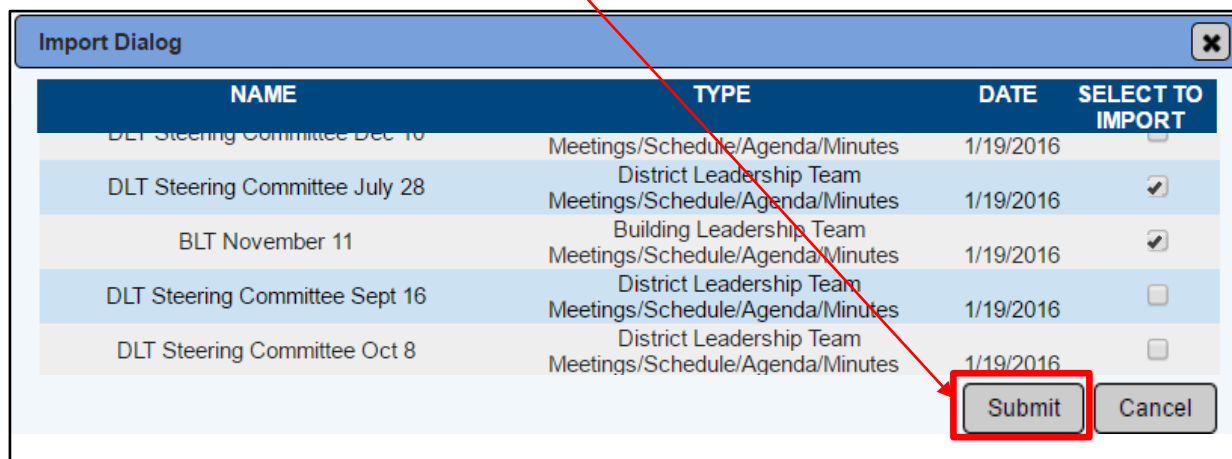
Import from other programs

18) Documents associated with other programs will show in a pop-up window. Note the descriptions under **Type** match the categories above. Click one or more box to import the document.



NAME	TYPE	DATE	SELECT TO IMPORT
DLT Steering Committee Dec 10	District Leadership Team Meetings/Schedule/Agenda/Minutes	1/19/2016	<input type="checkbox"/>
DLT Steering Committee July 28	District Leadership Team Meetings/Schedule/Agenda/Minutes	1/19/2016	<input checked="" type="checkbox"/>
BLT November 11	Building Leadership Team Meetings/Schedule/Agenda/Minutes	1/19/2016	<input checked="" type="checkbox"/>
DLT Steering Committee Sept 16	District Leadership Team Meetings/Schedule/Agenda/Minutes	1/19/2016	<input type="checkbox"/>
DLT Steering Committee Oct 8	District Leadership Team Meetings/Schedule/Agenda/Minutes	1/19/2016	<input type="checkbox"/>

19) Scroll to the end of the list and click **Submit**.



NAME	TYPE	DATE	SELECT TO IMPORT
DLT Steering Committee Dec 10	Meetings/Schedule/Agenda/Minutes	1/19/2016	<input type="checkbox"/>
DLT Steering Committee July 28	District Leadership Team Meetings/Schedule/Agenda/Minutes	1/19/2016	<input checked="" type="checkbox"/>
BLT November 11	Building Leadership Team Meetings/Schedule/Agenda/Minutes	1/19/2016	<input checked="" type="checkbox"/>
DLT Steering Committee Sept 16	District Leadership Team Meetings/Schedule/Agenda/Minutes	1/19/2016	<input type="checkbox"/>
DLT Steering Committee Oct 8	District Leadership Team Meetings/Schedule/Agenda/Minutes	1/19/2016	<input type="checkbox"/>

Submit Cancel

20) Please contact Stacey Brinkley at (614) 752-1368 for further assistance.

Appendix C: Assessment Matrix

Please note that special education and EL assessments need not be included.

A Subject	B Assessment	C School(s) Where Used	D Grades Used	E Number of Times Given Per Year

ACT/SAT I Data (for previous school year):	Number and percentage of juniors who took the ACT/SAT I at least once: N= %=	Number and percentage of seniors who took the ACT/SAT I at least once: N= %=	Average ACT/SAT I scores for juniors : Reading: Math: Writing:	Average ACT/SAT I scores for seniors : Reading: Math: Writing:
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Appendix D: Teacher Certification and Training

A School Name	B Total Number of Teachers (FTEs)	C Number of Teachers with Special Education Licensure (FTEs)	D Number of Teachers with Dual Licensure Including Special Education Licensure (FTEs)	E Number of Teachers with ESL Licensure (FTEs)	F Number of Teachers with Dual Licensure Including ESL Licensure (FTEs)
DISTRICT TOTAL					

Appendix E: Report of Instructional Staff Attendance

Directions: Please complete the report for all teachers in the previous school year. CDSA assumes a 180-day work year for teachers. If this is not the case, please indicate so on the line above the chart below. Please count each teacher, not FTEs, in column B. For columns C, D, E, F, G, and H, indicate partial days actually absent in terms of decimals (e.g. one-half day = 0.5 days.). Long-term illness (column C) is absence for 10 or more consecutive workdays and includes use of sick leave for catastrophic illness and maternity leave, as well as Worker's Compensation. Short-term illness (column D) is absence for less than 10 consecutive workdays and may also include use of sick leave for family illness. Column E includes days absent from teaching duties, whether paid or unpaid, approved or unapproved, due to attendance at conferences, seminars, workshops, to serve on professional committees, or for sabbatical. Please include bereavement, parental, adoptive, and extended maternity leaves, as well as leaves for religious reasons in column H. Please indicate if the data is not applicable (NA), unattainable (UN), or irretrievable (IR) in the appropriate cell below. All cells should be filled.

Days in School Year _____

A School Name	B Number of Teachers	C Days Absent for Long- Term Illness	D Days Absent for Short-term Illness Days	E Days Absent for Professional Development	F Days Absent for Jury Duty or Military Service	G Personal Days	H Days Absent for Other Reasons

Appendix F: Curriculum Revisions

Please indicate which grades and subjects have had full or partial curriculum revisions to align with the Ohio Curriculum Frameworks. Optional: If you would like to use this chart to provide more information about the status of the revisions in progress, you may choose to do so.

GRADE	ELA	MATH	SCIENCE
<i>Example:</i>	<i>Full</i>	<i>Full</i>	<i>Partial</i>
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

Appendix G: District Task Checklist

(To be used by the district to prepare for the review)

PLEASE NOTE:

- *Please indicate if any of these documents are unavailable.*
- *Other pertinent information about the district that might inform the review team is welcomed.*

Documents and data to be provided by the district before the district	
1.	Organization chart / Table of Organization
2.	District Improvement Plan and School Improvement Plans
3.	Board of Education minutes for past year
4.	Financial Reports
5.	Curriculum Tools
6.	Descriptions of student support programs
7.	Tiered intervention strategies
8.	Data analyses/reports used in schools
9.	DLT, BLT and TBT schedules, agendas and minutes
10.	MOUs and Contracts
11.	Program evaluations (e.g., Title I annual evaluation, outside special education evaluations, formal or informal departmental or grade-level curriculum or assessment evaluations, external partner services/programs evaluations)
12.	Academic Reviewer/Monitor documentation
13.	Student and Family Handbooks
14.	Parent Engagement related items
15.	Faculty Handbook
16.	Professional Development Plan and current program/schedule/courses if available
17.	Master schedules of buildings
18.	Building maps
19.	Teacher planning time schedules (e.g., schedules for common planning times or department or instructional team meetings)
20.	OTES, OPES and OSES Results
21.	Classroom observation tools not used in the teacher evaluation process
22.	Job descriptions for central office and school administrators and instructional staff
23.	All administrator evaluations and representative sampling of other evaluations randomly selected from numbered list
24.	Teacher value added scores
25.	Assessment Matrix (Appendix C)
26.	Teacher Certification and Training (Appendix D)
27.	Teacher attendance data (Appendix E)
28.	Curriculum Revisions (Appendix F)
29.	Technology Plan
30.	Site visit schedule (as coordinated with ODE staff)
To be arranged by the district before the district review	
1.	Administrators, faculty, and staff made aware of the visit, its purpose, and the review schedule
2.	Private and secured room for review team to use while in the district office
3.	Access to copier, printer, and Internet
4.	Private meeting spaces secured for district level interviews (different from the review team room)
5.	Lunch suggestions for the review team. Team members will pay for their meals.
6.	District prepared to provide a) teacher personnel files randomly selected by the team; b) all administrator evaluations and licenses; c) access to K-12 ELA, mathematics, and science curriculum documents; d) policy manual; and e) other documents requested by the team.
7.	School schedules, directions to schools, maps, and parking arrangements

Appendix H: Sample District Review Schedule

School District

Address

Official District Review Schedule – Date (Revised Date)

(Please be sure that interviewees selected for each interview block can answer questions about each level: elementary, middle, and high school.)

Notes: Team members may use laptops to take notes during interviews, focus groups, etc. With the exception of meetings with leadership teams, supervising staff should not be scheduled in interviews or focus groups with those under their supervision.

Day 1—Month and Date

Time	Activity Room Location – Room #	Time	Activity Room Location – Room #	Time	Activity Room Location – Room #
7:30-8:00	ODE DRT Team Meeting – Room # ALL DRT Members				
8:00-8:15	Orientation with District Leaders – Administration Building Room #– Address ALL DRT MEMBERS				
8:30-11:00	Classroom Observations will be conducted by the Team Classroom Observer				
8:30-9:30	Assessment & Data Interview	8:30-9:30	Leadership Interview	8:30-9:30	Student Supports Interview
	Instructional Technology Tech Support Accountability Coordinator A&D, HR/PD		Superintendent Treasurer LG&C, FM		Director, Pupil Services Registration Truancy Officer SS, C&I
9:30-11:00	Student Supports Interview	9:30-11:00	Leadership /Fiscal Interview	9:30-11:00	HR & PD Interview (focusing on OTES/OPES)
	Spec Ed Specialist Dir. Spec Ed and Gifted Program SS, A&D		Community Leaders LG&C, FM		Director, Human Resources Teachers Union President Asst. Supt. of C&I HR/PD, C&I, (LG&C 10:30)

Time	Activity <i>Room Location – Room #</i>	Time	Activity <i>Room Location – Room #</i>	Time	Activity <i>Room Location – Room #</i>
11:00-12:15	DRT Meeting/Working Lunch ALL DRT MEMBERS Team Workroom - Room #				
12:15-1:45	Student Supports Interview	12:15-1:45	Assessment & Data Interview	12:15-1:45	HR-PD Interview (Focus on PD)
	Psychologists Speech Therapists Physical Therapists Occupational Therapists SS, A&D (1:15)		EMIS Coordinator Dir. of Accountability A&D, FM, SS (1:15)		Academic Coordinators LG&C, HR/PD, C&I
		<u>1:15-2:00</u>	Fiscal Interview		
			Book Keepers Secretaries FM		
1:45-2:15	Document Review-Team Workroom ALL DRT Members				
2:15-3:30	Student Supports Interview	2:15-3:30	Leadership Interview	2:15-3:30	Assessment & Data Interview
	Spec Ed Specialist Dir. Spec. Ed and Gifted Program C&I, SS		Director, Business Affairs FM, LG&C		District OIP Facilitators A&D, HR/PD
3:30-4:30	Leadership Interview	3:30-4:30	Assessment & Data Interview	3:30-4:30	HR/PD Interview

Time	Activity Room Location – Room #	Time	Activity Room Location – Room #	Time	Activity Room Location – Room #
	Communications Coordinator Tech Support LG&C, FM		Academic Coordinators A&D, SS		New Hires (certified & classified) Open invitation HR/PD, C&I
4:30-5:30	Student Supports Interview	<u>4:30-5:00</u>	HR/PD Interview	4:30-5:30	
	JD Parental Involvement Specialist HS Parent Liaison MS Parent Liaison. EW Parent Liaison. SS, HR/PD (5:00)		Human Resources Generalist HR/PD		OPEN / Evidence Review & Triangulation Location – Team Workroom # A&D, C&I
4:30-5:30	Board of Education Interview Board President LG&C, FM	5:30-6:30	Board of Education Interview Vice President Board Member LG&C, FM, C&I	5:30-6:30	Board of Education Interview Board Members A&D, SS, HR/PD
6:30	Review Team Debrief Team Workroom - Room # ALL DRT MEMBERS				

Draft Site Visit Schedule
Day 2—Month and Date

<i>Time</i>	<i>Activity</i> <i>Room Location – #</i>	<i>Time</i>	<i>Activity</i> <i>Room Location –#</i>	<i>Time</i>	<i>Activity</i> <i>Room Location –#</i>
8:00-8:30	DRT Meeting ALL DRT MEMBERS Team Workroom - Room #				
<u>8:30-9:30</u>	Leadership, Governance & Communication Interview	8:30-9:30	Curriculum & Instruction Interview	<u>8:30-10:30</u>	HR Review of Personnel Files: Location (HR Office)
	Police Chief Security Chief LG&C, FM		School Counselors C&I, A&D, SS		HR/PD
8:30-12:30	Classroom Observations will be conducted by the Team Classroom Observer Building Observations will be conducted by the Building Observers				
9:30-10:30	Leadership Interview Room #		9:30-10:30	Student Supports Interview Room #	
	Coordinator, Accountability & Federal Programs LG&C, FM			Intervention Specialists Tutors SS, C&I, A&D	
10:30-11:30 (see maps & directions)	Middle School Student Focus Group Location – Room # Address FM, SS	10:30-11:30	Elementary Student Focus Group Location -Room # Address LG&C, HR/PD	10:30-11:30	High School Student Focus Group Location – HS Room # Address A&D, C&I
11:45-12:45	State Support Team SST #3 Location – Room # ALL DRT MEMBERS				
12:45-2:00	DRT Meeting/Working Lunch ALL DRT MEMBERS Team Workroom – Room #				
2:00-3:00	Student Supports Interview Location – Room #				

<i>Time</i>	<i>Activity</i> <i>Room Location – #</i>	<i>Time</i>	<i>Activity</i> <i>Room Location –#</i>	<i>Time</i>	<i>Activity</i> <i>Room Location –#</i>
	Community Partners (e.g., Non-profit organizations, for-profit organizations, etc.): ALL DRT MEMBERS				
<u>2:00-4:00</u>	Classroom Observations will be conducted by the Team Classroom Observer Building Observations will be conducted by the Building Observers				
3:00-4:00	Teacher Focus Group High and Middle School ALL DRT MEMBERS			4:00-5:00	Teacher Focus Group Elementary ALL DRT MEMBERS
5:00-6:00	Parent Focus Group Location – Room # ALL DRT MEMBERS				
6:00	Review Team Debrief: ALL DRT MEMBERS Location - Team Workroom - Room #				

Site Visit Schedule

Day 3—Month and Date

Time	Activity Room Location #	Time	Activity Room Location #	Time	Activity Room Location #
8:00-8:30	DRT Meeting ALL DRT MEMBERS Location: Team Workroom - Room #				
<u>8:30-9:15</u>	Student Supports Interview School Nurses SS	8:30-10:00 <u>9:15-10:00</u>	Leadership Interview Follow-up with Superintendent LG&C, FM Custodians Building and Grounds Staff Location – Room # FM	8:30-10:00	Curriculum & Instruction Interview Curriculum & Instruction Specialists C&I, A&D, HR/PD, SS (9:15)
10:00-11:00	Leadership Interview Athletic Coordinator Athletic Support FM, LG&C, SS	10:00-11:00	OPEN / Evidence Review & Triangulation C&I, A&D	10:00-11:00	HR/PD Interview Human Resources Director HR/PD
11:00-12:00	Fiscal Interview Treasurer FM	11:00-12:00	Student Supports Interview Food Services Transportation SS	11:00-12:00	Leadership Interview Superintendent's Office Staff Exec Assistants LG&C
11:00-12:00	Technology Staff Demonstration – Student Information System, iReady, etc. Location – Room # A&D, C&I, HR/PD				
12:00-2:00	Working Lunch/Document Review: ALL DRT MEMBERS Location: Team Workroom - Room #				

Time	Activity	Time	Activity Room Location #
2:00-3:00	OPEN / Evidence Review & Triangulation Location – Team Workroom - Room # FM, HR/PD, LG&C, SS	2:00-3:00	Assessment & Data Interview District Testing Coordinators A&D, C&I
3:00-4:00	Middle and High Schools Principals Focus Group Location – Room # ALL DRT MEMBERS	4:00-5:00	Elementary Principals Focus Group ALL DRT MEMBERS
5:00	Review Team Debrief Location – Team Workroom - Room # ALL DRT MEMBERS		

Site Visit Schedule
Day 4—Month and Date

<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>
8:00-9:00	DRT Meeting ALL DRT MEMBERS Location: Team Workroom - Room #			8:00-9:00	Student Supports Interview Location – Room # Curriculum & Instruction, Academic Superintendent SS
8:45-10:15	Classroom Visits TBD	8:45-10:15	Classroom Visits TBD	8:45-10:15	Classroom Visits TBD
10:15-10:30	Travel time, if needed				
10:30-12:30	Classroom Visits TBD	10:30-12:30	Classroom Visits TBD	10:30-12:30	Classroom Visits TBD
12:30-1:30	DRT Lunch ALL DRT MEMBERS				
1:30-1:45	Travel time				
2:15-6:00	Emerging Themes Meeting Location – Room # ALL DRT MEMBERS, EDITING TEAM				

Site Visit Schedule
Day 5—Month and Date

Time	Activity
9:00-10:00	DRT Final Morning Meeting Location – Team Workroom - Room # ALL DRT MEMBERS
10:00-10:45	Meeting with Superintendent re Emerging Themes Location – Room # CACI Representative DRT Member
11:00-11:45	District Debriefing Meeting with leadership team re Emerging Themes Location - Room # ALL DRT MEMBERS
11:45-2:00	Working Lunch/ Q & A/ Compliance Tracking System Location - Team Workroom - Room # ALL DRT MEMBERS

Key

CACI = Center for Accountability and Continuous Improvement

DRT = District Review Team

A&D = Assessment & Effective Use of Data

C&I = Curriculum & Instruction

FM = Fiscal Management

HR/PD = Human Resources/Professional Development

LG&C = Leadership, Governance & Communication

SS = Student Supports

